



BENEDICTINE UNIVERSITY
EDUC 521TJ

Teaching with the SMART Board
Summer 2010

Benedictine University educators are effective practitioners, committed to scholarship, lifelong inquiry, leadership and social responsibility.

Instructor:

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Office hours: Before or after class

Class Session Hours:

July 12-16, 2010
Monday, Tuesday, Wednesday, Thursday, Friday
9:00-3:00
Goodrich Elementary School
3450 Hobson Road
Woodridge, IL 60517

Required Texts:

None

Recommended Texts:

None

Course Description: Using the SMART Board has been linked with student achievement, but are you doing all you can to integrate the technology into your curriculum? This course will focus on creating curriculum integrated lessons while learning the tools that Notebook has to offer. We will cover tips and tools to keep your students engaged and excited about this technology.

Course Objectives:

As a result of this course, participants will be able to:

- evaluate web sites for their appropriateness in education to broaden their understanding of current technological advances and will develop an understanding of the important issues and challenges that are inherent in the use of Internet resources in education. (Teaching Strand #1, #2, #3)(Nets-T #1, #2, #3)**Scholarship, Lifelong Inquiry**
- will apply their understanding of Notebook software as a means of alternate assessment. (Teaching Strand #8) (Nets-T #4)**Scholarship**
- demonstrate the ability to seek out new tools to increase their knowledge base and be challenged to explore their grasp of the new technologies to make informed decisions about their use in education based on current research.(Teaching Strand #1, #3,#6,#7) (Nets-T #2, #3, #5)**Lifelong Inquiry, Scholarship**
- develop the tools necessary for them to become actively involved in the promotion of improved educational practices to integrate technology into their curriculum and to promote professional relationships with others to improve educational practice. These traits will enable the student to affect change through the ethical and responsible use of

technology to promote effective educational initiatives that enrich learning experiences.
(Teaching Strand #4, #9, #10) (Nets-T #6) **Leadership**

Use of Technology: Resources on the Internet will be used to enhance the use of Notebook software in the classroom setting.

Course Guidelines and Requirements:

Course Assignments

Monday

*Join SMART Board Revolution Ning (<http://smartboardrevolution.ning.com/>) and TIDE Smartlinks (<http://tidesmartlinks.wikispaces.com/>)
(Teaching Strand #9)(Nets-T #5)

*Using the tool bar and reveal techniques, create a three page (minimum) lesson based on your curriculum that uses these tools. Post on the TIDE Smartlinks wiki (due Wednesday, July 14, 2010).
(Teaching Strand #1, #2, #3)(Nets-T #1, #2, #3)

*Using the tool bar and layering techniques, create a three page (minimum) lesson based on your curriculum that uses at least two of the tools. Post on the TIDE Smartlinks wiki (due Wednesday, July 14, 2010).
(Teaching Strand #1, #2, #3)(Nets-T #1, #2, #3)

Tuesday

*Read Marzano's reflections on teaching with an interactive white board.
http://www.ascd.org/publications/educational_leadership/nov09/vol67/num03/Teaching_with_Interactive_Whiteboards.aspx Write a reflection of the article and how it affects you as a teacher and email to instructor by Thursday, July 15, 2010. This reflection should be no longer than one typed page, double spaced, 12pt. font.
(Teaching Strand #2, #10) (Nets-T #5)

*Using the linking tool within Notebook create a new file that links at least three pages to each other, one page that links out to the Internet, one page that links to a file on the computer and one page that links to an attachment. Create a rubric for this Notebook that assesses student learning. Post on the TIDE Smartlinks wiki. (due Thursday, July 15, 2010).
(Teaching Strand #1, #3, #4) (Nets-T #1, #2)

*Using sound with the Notebook software. Download sound and attach the file to an existing Notebook.
(Teaching Strand #3) (Nets-T #2) Post this file to the TIDE Smartlinks wiki (due Friday, July 16, 2010).

Wednesday

*Using tables in Notebook to create a two page lesson that use images, create a background for the page and link the page to website that supports the learning. Post to the TIDE Smartlinks wiki (due Friday, July 16, 2010).
(Teaching Strand #4,#5,#8) (Nets-T #5)

*Create one page that utilizes a captured image from a web page. Include text and images. Post to the TIDE smartlinks wiki (due Friday, July 16, 2010)
(Teaching Strand #8) (Nets-T #4)

Thursday

*Find a video that you can use in your classroom and convert it to a .flv file. Use it in a Notebook file. Teaching Strand #1, #3,#6,#7) (Nets-T #2, #3, #5) Post the link on the TIDE Smartlinks wiki. (Due Monday, July 19, 2010)

*Find a blog or wiki that supports lesson planning or professional development for Notebook. Post the link on the TIDE Smartlinks wiki. (Due Monday, July 19, 2010)
(Teaching Strand #4, #9, #10) (Nets-T #5)

Friday

*Page recorder vs. Page Recording in Notebook. Create an example of one and embed in a notebook. Post the link on the TIDE Smartlinks wiki. (Due Wednesday, July 21, 2010)
(Teaching Strand #2, #3, #4) (Nets-T #2)

*Final project – Create a minimum of ten pages based on one curricular area that you teach. These pages must contain examples of techniques that have been learned in class. (i.e....Reveal, layering, grouping, linking, sound, tables, infinite clone, video, page recorder and page recording.) These pages cannot be pages that have been turned in for any prior assignment. All copyright information must be acknowledged on a bibliography page in APA style formatting. Post the link on the TIDE Smartlinks wiki. (Due Friday, July 23, 2010)

Class Attendance and Late Work

- Class attendance and active participation is expected during the entire class time. Repeated absences will affect your grade. There are due dates for homework and projects. These due dates are intended to help in the distribution of the workload of multiple assignments due within a short period of time. If conflicts arise, please contact me before the start of class by phone or email so that alternate arrangements can be made.

Style Requirements

- All assignments are reviewed for grammar, mechanics, usage and spelling in addition to content. All written work completed outside of class is to be word processed, spell-checked, and edited prior to submission. Please adhere to the APA format for stylistic and reference guidelines.

Grade Determination

Class discussion	20 points
Reading Reflections	10 points
Postings to Class Wiki	40 points
Final Project	30 points
All assignments will be graded based on the rubrics provided	

Grading:

A - 90-100 points
B - 80-89 points
C - 70-79 points
D - 60-69 points
F - 59 or less points

Course Schedule:

Assignments and Tentative Course Schedule

Class	Topic/Discussion for the Day	Assignment for the following class
Monday 7/12/2010	Introductions Syllabus Expectations Assignments Organization of the class Smartboard Revolution Smartlinks Reveal techniques Layering techniques Grouping techniques Addressing learning modalities-tactile/ kinesthetic Regroup and summary of learning	*Read Robert Marzano's research on interactive white boards in an educational setting. *Read the Copyright for Teachers handout.
Tuesday 7/13/2010	Marzano Discussion Copyright/Creative Commons Addressing learning modalities-auditory Linking Sound Audacity Regroup and summary of learning	*Turn in the reveal and layering assignments (due on Wednesday, July 14, 2010) *Write a reflection on Marzano's study.

Wednesday 7/14/2010	Addressing learning modalities-visual AP Images Graphic Organizers Tables Clone function Infinite clone function Regroup and summary of learning	*Turn in the linking and sound assignments (due on Thursday, July 15, 2010)
Thursday 7/15/2010	Review copyright guidelines for educational use Downloading videos from online Resources (You Tube, Teacher Tube, Sqool Tube, Discovery Streaming, ...) Video Conversion Tools Regroup and summary of learning	*Turn in Image Capture and tables assignments. (Due on Friday July 16, 2010) .
Friday 7/16/2010	Page recording Page recorder Final Project Sharing of lessons.	*Turn in Video assignment (Due Monday, July 19, 2010) *Turn in Final Project (Due on Friday-July 23, 2010)

Academic Honesty:

Evidence of plagiarism; taking credit for work completed by another person or student in this class; or any other form of academic dishonesty will result in an F on the assignment in question or an F in the course depending upon the extent of the dishonesty.

Academic Honesty Policy

The search for truth and the dissemination of knowledge are the central missions of a university. Benedictine University pursues these missions in an environment guided by our Roman Catholic tradition and our Benedictine heritage. Integrity and honesty are therefore expected of all members of the University community, including students, faculty members, administration, and staff. Actions such as cheating, plagiarism, collusion, fabrication, forgery, falsification, destruction, multiple submission, solicitation, and misrepresentation, are violations of these expectations and constitute unacceptable behavior in the University community. The penalties for such actions can range from a private verbal warning, all the way to expulsion from the University. The University's Academic Honesty Policy is available at <http://www.ben.edu/AHP> and students are expected to read it.

Special Needs:

If you have a documented learning, psychological, or physical disability, you may be eligible for Reasonable academic accommodations or services. To request accommodations or services, contact the Academic Resource Center in Kindlon Hall. All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of course or degree program.

A student whose **religious obligation conflicts** with a course requirement may request an academic accommodation from the instructor. Students must make such requests in writing by the end of the first week of the class.

CONCEPTUAL FRAMEWORK

School of Education

Benedictine University

Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**.



These four strands are woven into the education curriculum and are reflected in the expectations we have for our graduates:

Scholarship

Benedictine University's education program requires that students have a firm understanding of the subject matter and a well-rounded background in sound pedagogical principles that promote understanding of the content. They stay abreast of research and technological advances and apply innovative strategies that enhance teaching and learning.

Lifelong Inquiry

Students readily approach issues and challenges in a proactive way by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collectively, and formulate an in-depth knowledge base, grounded in research that informs their thinking and decision making.

Leadership

Benedictine educators are prepared for and willing to assume leadership roles that enable them to affect change and improve educational practice through the application of sound theory and ethical principles. They have learned how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that enrich learning experiences.

Social Responsibility

Educators in Benedictine's programs are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They are able to accommodate their teaching practices in order to address individual differences. They strive to maximize each person's potential by fostering self-esteem and motivation, and developing strategies that help learners deal with potential intellectual and social challenges. They promote professional relationships with others (colleagues, parents, agencies) to improve educational practice.

Illinois Professional Teaching Standards

#1 Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#7 Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Rubric

IWB Reflection

Teacher Name: **Mrs. Sayre**

Student Name: _____

CATEGORY	5	3	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.
Recognition of Reader (Voice)	The reader's questions are anticipated and answered thoroughly and completely.	The reader's questions are anticipated and answered to some extent.	The reader is left with one or two questions. More information is needed to "fill in the blanks".

Multimedia Project : Notebook Lessons

Teacher Name: **Mrs. Sayre**

Student Name: _____

CATEGORY	5	3	1	0
Organization	Content is well organized using page names and grouping for organization.	Uses page names and groups to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure..
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.

Rubric

Final Project

Teacher Name: **Mrs. Sayre**

Student Name: _____

CATEGORY	6	4	2	0
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Soundtrack - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.